MEMO TO: CCSLP Members
FROM: Jim Rinehart
RE: Alabama Standards

DIRECTIONS: I am including all of the narrative from the Alabama Standards including the first paragraph and the rationale for each standard. After each Key Indicator, my staff assistant placed a scale with anchors as described below. Please place a checkmark over the circle that indicates your agreement/disagreement with the key indicator being included as part of the curriculum.

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

There is space at the end of the document to insert additional key indicators. Please respond to the survey and e-mail to me by Friday, February 2, 2007. After the data are tabulated, you will receive another survey with the median anchor selected by the group and the anchor of your choosing; you will be asked if you want to change your choice of anchor for the indicators.

The following is taken from the Alabama Standards:

To realize the mission of enhancing school leadership among principals and administrators in Alabama resulting in improved academic achievement for all students, instructional leaders will be held to the following standards:

Standard 1: Rationale
This standard addresses the need to prepare instructional leaders who value and are committed to educating all students to become successful adults. Each instructional leader is responsible for creating and articulating a vision of high expectations for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that instructional leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a culture of continuous improvement among all members of the educational staff. Such instructional leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Standard I: Planning for Continuing Improvement
Engages the school community in developing and maintaining a shared vision; plans effectively; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources; and evaluates results for the purpose of continuous school improvement.

<div align="center">Standard 1: Key Indicators</div>

	SD	D	U	A	SA
1. Knowledge to lead the articulation, development, and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center.	○	○	○	○	○

2. Ability to lead and motivate staff, students, and families to achieve the school's vision.   ○ ○ ○ ○ ○

3. Knowledge to align instructional objectives and curricular goals with the shared vision.   ○ ○ ○ ○ ○

4. Knowledge to allocate and guard instruction time for the achievement of goals.   ○ ○ ○ ○ ○

5. Ability to work with faculty to identify instructional and curricular needs that align with vision and resources.   ○ ○ ○ ○ ○

6. Ability to interact with the community concerning the school's vision, mission, and priorities.   ○ ○ ○ ○ ○

7. Ability to work with staff and others to establish and accomplish goals.   ○ ○ ○ ○ ○

8. Ability to relate the vision, mission, and goals to the instructional needs of students.   ○ ○ ○ ○ ○

9. Ability to use goals to manage activities.   ○ ○ ○ ○ ○

11. Ability to delegate tasks clearly and appropriately to accomplish organizational goals.   ○ ○ ○ ○ ○

12. Ability to focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making.   ○ ○ ○ ○ ○

13. Ability to use a process for gathering information to use when making decisions.   ○ ○ ○ ○ ○

14. Knowledge to create a school leadership team that is *skillful* in using data.   ○ ○ ○ ○ ○

15. Ability to use multiple sources of data to manage the accountability process.   ○ ○ ○ ○ ○

16. Ability to assess student progress using a variety of techniques and information   ○ ○ ○ ○ ○

17. Ability to monitor and assess instructional programs, activities, and materials.   ○ ○ ○ ○ ○

18. Knowledge to use approved methods and principles of program evaluation in the school improvement process.   ○ ○ ○ ○ ○

19. Ability to use diagnostic tools to assess, identify, and apply instructional improvement.   ○ ○ ○ ○ ○

20. Ability to use external resources as sources for ideas for improving student achievement.   ○ ○ ○ ○ ○

Standard 2: Rationale
This standard addresses the need for instructional leaders to establish teaching and learning as the focal point of schools. It accepts the proposition that all students can learn given enough high-quality instruction, and that student learning is the fundamental purpose of schools. To this end, instructional leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practices, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Successful instructional leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that instructional leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff.

Standard 2: Teaching and Learning
Promotes and monitors the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment processes to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability.

Standard 2: Key Indicators

		SD	D	U	A	SA
1.	Knowledge to plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision.	○	○	○	○	○
2.	Ability to use multiple sources of data to plan and assess instructional improvement	○	○	○	○	○
3.	Ability to engage staff in ongoing study and implementation of research-based practices	○	○	○	○	○
4.	Ability to use the latest research, applied theory, and best practices to make curricular and instructional decisions.	○	○	○	○	○
5.	Ability to communicate high expectations and standards for the academic and social development of students.	○	○	○	○	○
6.	Ability to ensure that content and instruction are aligned with high standards resulting in improved student achievement.	○	○	○	○	○
7.	Ability to coach staff and teachers on the *evaluation/assessment of* student performance.	○	○	○	○	○
8.	Ability to identify differentiated instructional strategies to meet the needs of a variety of student populations	○	○	○	○	○
9.	Ability to develop curriculum aligned to state standards.	○	○	○	○	○
10.	Knowledge to collaborate with community, staff, district, state, and university personnel to develop the instructional program.	○	○	○	○	○
11.	Knowledge to align curriculum, instructional practices, and	○	○	○	○	○

assessments to district, state, and national standards.

		SD	D	U	A	SA
12.	Ability to focus upon student learning as a driving force for curriculum, instruction/assessment, and instructional decision-making.	○	○	○	○	○
13.	Ability to use multiple sources of data to manage the accountability process.	○	○	○	○	○
14.	Ability to assess student progress using a variety of formal and informal assessments.	○	○	○	○	○
15.	Ability to monitor and assess instructional programs, activities, and materials.	○	○	○	○	○
16.	Ability to use the methods and principles of program evaluation in the school improvement process.	○	○	○	○	○

Standard 3: Rationale
This standard addresses the need for instructional leaders to recognize quality professional development as the key strategy for supporting significant improvements. Instructional leaders are able to articulate the critical link between improved student learning and the professional learning of teachers. Skillful instructional leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. They ensure an equitable distribution of resources to accomplish school goals and continuously improve the school's work through the ongoing evaluation of staff development's effectiveness in achieving student learning goals. They make certain that employee annual calendars and daily schedules provide adequate time for learning and collaboration as part of the workday. Instructional leaders also distribute leadership responsibilities among teachers and other employees. Distributed leadership enables teachers to develop and use their talents as members or chairs of school improvement committees, trainers, coaches, mentors, and members of peer *review* panels. These leaders make certain that their colleagues have the necessary knowledge, skills, and other forms of support that ensure success in these new roles.

Standard 3: Human Resources Development
Recruits, selects, organizes, evaluates, and mentors faculty and staff to accomplish school and system goals.

Works collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning.

Initiates and nurtures interpersonal relationships to facilitate teamwork and enhance student achievement.

Standard 3: Key Indicators

		SD	D	U	A	SA
1.	Knowledge to set high expectations and standards for the performance of all teachers and staff.	○	○	○	○	○
2.	Ability to coach staff and teachers on the evaluation of student performances.	○	○	○	○	○

#		○	○	○	○	○
3.	Ability to work collaboratively with teachers to plan for individual professional development.	○	○	○	○	○
4.	Ability to use a variety of supervisory models to improve teaching and learning.	○	○	○	○	○
5.	Ability to apply adult learning strategies to professional development.	○	○	○	○	○
6.	Knowledge to use the accepted methods and principles of personnel evaluation.	○	○	○	○	○
7.	Knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	○	○	○	○	○
8.	Ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	○	○	○	○	○
9.	Ability to manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals.	○	○	○	○	○
10.	Knowledge to hire and retain high-quality teachers and staff.	○	○	○	○	○
11.	Ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active *learning*.	○	○	○	○	○
12.	Ability to provide opportunities for teachers to reflect, plan, and work collaboratively.	○	○	○	○	○
13.	Ability to create a community of learners among faculty and staff.	○	○	○	○	○
14.	Ability to create a personal professional development plan for his/her own continuous improvement.	○	○	○	○	○
15.	Ability to foster development of aspiring leaders, including teacher leaders.	○	○	○	○	○

Standard 4: Rationale

This standard addresses the need for instructional leaders to understand and be able to operate within the larger context of community and beyond, which affects opportunities for all students. Instructional leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision-makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for all children. Instructional leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve opportunities for all students.

<u>Standard 4: Diversity</u>

Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the

classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

Standard 4: Key Indicators

		SD	D	U	A	SA
1.	Knowledge to invoke school community in appropriate diversity policy implementations, program planning, and assessment efforts.	○	○	○	○	○
2.	Ability to conform to legal and ethical standards related to diversity.	○	○	○	○	○
3.	Ability to perceive the needs and concerns of others and is able to deal tactfully with them.	○	○	○	○	○
4.	Knowledge to handle crisis communications in both oral and written form.	○	○	○	○	○
5.	Ability to arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.	○	○	○	○	○
6.	Knowledge to recruit, hire, develop, and retain a diverse staff.	○	○	○	○	○
7.	Knowledge to represent the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community.	○	○	○	○	○
8.	Knowledge to recognize and respond effectively to multicultural and ethnic needs in the organization and the community	○	○	○	○	○
9.	Ability to interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	○	○	○	○	○
10.	Ability to promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.	○	○	○	○	○

Standard *5:* Rationale

This standard addresses the fact that cooperation among schools, the district, parents, and the larger community is essential to the success of instructional leaders and students. Instructional leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions arc critical to effective schooling. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, help to ensure continued community support for schools. Instructional leaders must see families as partners in the education of their youngsters and believe that families have the best interest of their children in mind. Instructional leaders must involve families in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate

health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, instructional leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Standard 5: Community and Stakeholder Relationships
Identifies the unique characteristics of the community to create and sustain mutually supportive family-school-community relations

Standard 5: Key Indicators

		SD	D	U	A	SA
1.	Ability to address student and family conditions affecting learning.	○	○	○	○	○
2.	Ability to identify community leaders and their relationships to school goals and programs.	○	○	○	○	○
3.	Ability to communicate the school's vision, mission, and priorities to the community.	○	○	○	○	○
4.	Knowledge to serve as primary school spokesperson in the community.	○	○	○	○	○
5.	Ability to share leadership and decision-making with others by gathering input.	○	○	○	○	○
6.	Ability to seek resources of families, business, and community members in support of the school's goals.	○	○	○	○	○
7.	Ability to develop partnerships, coalitions, and networks to impact student achievement.	○	○	○	○	○
8.	Ability to actively engage the community to share responsibility for student and school success.	○	○	○	○	○
9.	Ability to involve family and community in appropriate policy implementation, program planning, and assessment efforts.	○	○	○	○	○
10.	Knowledge to make parents partners in their student's education.	○	○	○	○	○

Standard 6: Rationale
This standard addresses the need for effective leadership for technology in schools. An underlying assumption of this standard is that instructional leaders should he competent users of information and technology tools common to information-age professionals. The effective educational leader should be a

hands-on user of technology. While technology empowers instructional leaders by the information it can readily produce and communicates, it exponentially empowers the instructional leader who masters the tools and processes that allow creative and dynamic management of available information. Instructional leaders who recognize the potential of technology understand that leadership has a responsibility to ensure technological equity. They must also know that technology can unlock tremendous potential in learners and staff with special and diverse needs.

Standard 6: Technology
Plans, implements, and evaluates the effective integration of current technologies and electronic tools in teaching, management, research, and communication.

Standard 6: Key Indicators

		SD	D	U	A	SA
1.	Ability to implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment	○	○	○	○	○
2.	Ability to develop a plan for technology integration for the school community.	○	○	○	○	○
3.	Knowledge to discover practical approaches for developing and implementing successful technology planning.	○	○	○	○	○
4.	Ability to model the use of technology for personal and professional productivity.	○	○	○	○	○
5.	Ability to develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices.	○	○	○	○	○
6.	Ability to promote the effective integration of technology throughout the teaching and learning environment.	○	○	○	○	○
7.	Knowledge to increase access to educational technologies for the school.	○	○	○	○	○
8.	Ability to provide support for teachers to increase the use of technology already in the school/classrooms.	○	○	○	○	○
9.	Ability to use technology to support the analysis and use of student assessment data.	○	○	○	○	○

Standard 7: Rationale
This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Instructional leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology is essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Instructional leaders must monitor and evaluate operational

systems to ensure that they enhance student learning and reflect the school's and district's accountability to the community. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure the management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, instructional leaders must be competent in conflict resolution, consensus-building, group processes, and effective communication.

Standard 7: Management of the Learning Organization

Manages the organization, facilities, and financial resources; implements operational plans; and promotes collaboration to create a safe and effective learning environment.

Standard 7: Key Indicators

		SD	D	U	A	SA
1.	Knowledge to develop and administer policies that provide a safe school environment.	○	○	○	○	○
2.	Ability to apply operational plans and processes to accomplish strategic goals.	○	○	○	○	○
3.	Ability to attend to student learning goals in the daily operation of the school.	○	○	○	○	○
4.	Knowledge to identify and analyze the major sources of fiscal and non-fiscal resources for the school including business and community resources.	○	○	○	○	○
5.	Knowledge to build and ability to support a culture of learning at the school.	○	○	○	○	○
6.	Knowledge to manage financial and material assets and capital goods and services in order to allocate resources according to school priorities.	○	○	○	○	○
7.	Knowledge to use an efficient budget planning process that involves staff and community.	○	○	○	○	○
8.	Ability to identify and organize resources to achieve curricular and instructional goals.	○	○	○	○	○
9.	Ability to develop techniques and organizational skills necessary to lead/manage a complex and diverse organization.	○	○	○	○	○
10.	Ability to plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals.	○	○	○	○	○
11.	Ability to use goals to manage activities.	○	○	○	○	○
12.	Knowledge to create and ability to empower a school leadership team that shares responsibility for the management of the learning organization.	○	○	○	○	○

Standard 8: Rationale
This standard addresses the educational leader's role as the "first citizen" of the school/district community. Instructional leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Instructional leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community.

Standard 8: Ethics
Demonstrates honesty, integrity, and fairness to guide school policies and practices consistent with current legal and ethical standards for professional educators.

Standard 8: Key Indicators

		SD	D	U	A	SA
1.	Knowledge and ability to adhere to a professional code of ethics and values.	○	○	○	○	○
2.	Knowledge and ability to make decisions based on the legal, moral, and ethical implications of policy options and political strategies.	○	○	○	○	○
3.	Knowledge and ability to develop well-reasoned educational beliefs based upon an understanding of teaching and learning.	○	○	○	○	○
4.	Knowledge to understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment.	○	○	○	○	○
5.	Knowledge and ability to develop a personal code of ethics embracing diversity, integrity, and the dignity of all people.	○	○	○	○	○
6.	Knowledge and ability to act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.	○	○	○	○	○
7.	Ability to make decisions within an ethical context.	○	○	○	○	○

ADDITIONAL INDICATORS					
		SD	D	U	A	SA
1.		○	○	○	○	○
2.		○	○	○	○	○
3.		○	○	○	○	○

4.		○	○	○	○	○
5.		○	○	○	○	○
6.		○	○	○	○	○
7.		○	○	○	○	○